

**THE COMPARATIVE STUDY ON STUDENTS' READING
COMPREHENSION TAUGHT BY DISCOVERY
STRATEGY AND READING ALOUD OF THE
SECOND YEAR STUDENTS AT ISLAMIC
JUNIOR HIGH SCHOOL
AL-FURQAN DUMAI**



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PEKANBARU
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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The Thesis entitled “*The Comparative Study on Students’ Reading Comprehension Taught by Discovery Strategy and Reading Aloud of the Second Year Students at Islamic Junior High School Al-Furqan Dumai*”, is written by Vera Agus Suryani, NIM. 106140035. It is accepted and approved to be examined in the meeting of the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Awal 24th, 1433 H

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Pekanbaru, January 26th, 2012

The Writer,

Vera Agus Suryani

ABSTRACT

Vera Agus Suryani, (2012): The Comparative Study on Students' Reading Comprehension Taught by Discovery Strategy and Reading Aloud of the Second Year Students at Islamic Junior High School Al-Furqan Dumai.

This research was comparative research. It was investigated to know the students' reading comprehension by using discovery strategy and the difference on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai. The subject of this research was the second year students of Islamic Junior High School Al-Furqan Dumai. They consisted of three classes (90 students). The writer took VIII B (30 students) as treatment class and VIII C (30 students) as non-treatment class of the research. The way of choosing this sample was cluster technique.

The instrument of this research was test. It was used to get data of the students' reading comprehension. Whereas, to analyze the data, the writer used t-test.

Based on the writer's findings, the post-test score of students' reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai who were taught by reading aloud was 1795 with average was 59.8 and can be categorized poor to average. While the post-test score of students' reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai who were taught by discovery strategy was 2320 with average was 77.3 and could be categorized average to good.

Finally, after analyzing, it can be identified $t_{calculated}$ was 5.814. $t_{calculated}$ was turned to one tail test with the degree freedom 29 ($df = N - 1 = 30 - 1 = 29$). In the degree freedom of 29 was found that $t_{distribution}$ at 5% was 1.699 and 1% was 2.462. $t_{calculated}$ was bigger than the value of $t_{distribution}$ ($5.814 > 1.699 > 2.462$). This indicated that the alternative hypothesis was accepted and null hypothesis was rejected. In other words, if the value of $t_{calculated}$ was smaller than the value of $t_{distribution}$, this indicated that null was accepted and alternative hypothesis was rejected. In short, there was any significant effect of using discovery strategy toward reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai.

ABSTRAK

Vera AguS Suryani, (2012): Pengaruh Penggunaan Discoveri Strategi terhadap Pemahaman Membaca Siswa Kelas Dua di MTs Al-Furqan Dumai".

Penelitian ini merupakan penelitian eksperimen. Penelitian ini bertujuan untuk mengetahui pemahaman membaca siswa kelas dua di MTs Al-Furqan Dumai dengan menggunakan discoveri strategi dan mengetahui efek penggunaan discoveri strategi terhadap pemahaman membaca siswa kelas dua di MTs Al-Furqan Dumai. Subjek penelitian ini adalah siswa kelas MTs Al-Furqan Dumai. Mereka terdiri dari tiga kelas (90 siswa). Penulis mengambil VIII B (30 siswa) sebagai kelas eksperimen dan VIII C (30 siswa) sebagai kelas kontrol. Penulis memilih sampel ini menggunakan teknik cluster.

Instrumen dalam penelitian ini adalah tes. Tes ini digunakan untuk mendapatkan data dari pemahaman bacaan siswa. Sedangkan untuk menganalisis data, penulis menggunakan t-tes.

Berdasarkan temuan penulis, skor post-test pemahaman membaca siswa tahun kedua di Sekolah Islam SMP Al-Furqan Dumai yang tidak diajarkan dengan menggunakan discoveri strategi adalah 1795 dengan rata-rata adalah 59,8 dan dapat dikategorikan rendah. Sementara skor post-test pemahaman membaca siswa kelas dua di Sekolah MTs Al-Furqan Dumai yang diajar menggunakan discoveri strategi adalah 2320 dengan rata-rata adalah 77,3 dan dapat dikategorikan baik.

Setelah dianalisis dapat diidentifikasi bahwa $t_{calculated}$ adalah 5,814. $t_{calculated}$ dirubah untuk satu tes ekor (one tail test) dengan tingkat kebebasan 29. Dalam kebebasan derajat 29 ditemukan bahwa 5% adalah 1,699 dan 1% adalah 2,462. lebih besar dari nilai ($5,814 > 1,699 > 2,462$). Hal ini menunjukkan bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Dengan kata lain, jika nilai lebih kecil dari nilai, ini menunjukkan bahwa null diterima dan hipotesis alternatif ditolak. Singkatnya, ada pengaruh yang signifikan dari penggunaan discoveri strategi terhadap pemahaman bacaan siswa di MTs Al-Furqan Dumai.

فيرا أغوس سورياني (2012): تأثير استخدام استراتيجيات الكشف إلى فهم الطلاب في القراءة لطلاب الصف الثاني بالمدرسة الثانوية الفرقان

عرض هذا البحث كبحت تجريبي. كان الهدف في هذا البحث لمعرفة فهم الطلاب في القراءة بواسطة استراتيجيات الكشف و لمعرفة تأثير استخدام هذه الاستراتيجيات إلى فهم . الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة الثانوية الفرقان

(90)

(30) لفصل تجريبي و طلاب الصف الثاني الجيم (30)

تتكون الأدوات في هذا البحث من الاختبار. يستخدم الاختبار لنيل البيانات من فهم الطلاب في القراءة، ثم في تحليل البيانات استخدمت الباحثة -الاختبار مع الصيغة الآتية: كشفت الباحثة أن النتيجة من الاختبار البعدي عن فهم الطلاب في القراءة الذين لا يدرسون باستخدام أسلوب استراتيجيات الكشف نحو 1795 أي كان متوسطها 59 8 وهذا الرقم على المستوى المنخفض بينما النتيجة على الاختبار البعدي لطلاب الذين يدرسون باستخدام استراتيجيات الكشف 2320 و متوسطها نحو 77 3 أي على المستوى جيد.

يتم تعيين الباحثة أن ت- 5 814 ت الحساب كان مغيرا لاختبار واحد

على النتيجة مع مستوى الحرية نحو 29 وفي مستوى الحرية 29 5

1 1 699 2 462 (5 814 < 2 462). تدل البدي

الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة. و بجانب ذلك، متى كانت النتيجة أصغر من غيرها وهي تدل على قبول الفرضية الصفرية و رفض الفرضية البديلة إذ هناك تأثير ضروري من استخدام استراتيجيات الكشف إلى فهم الطلاب في القراءة لطلاب الصف بالمدرسة الثانوية الفرقان دوماي.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the very important language skills. It is one of the common ways to get information, for pleasure or for interest. It is a complex skill requiring many things including specification, ability, and certain skill. Because not all people can understand what they read, including the students who learn English. They just read sentences without understanding appropriately dealing with what they have read.

Theoretically, become good readers need strategies or methods in reading. The strategies and methods in reading are use by the readers to enhance reading comprehension and overcome comprehension failures. If the readers do not have the strategies and methods in reading, they find difficulties to understand, to make sense, to what they read, to conceive a task, and they will spend much time to comprehend the text.

Reading comprehension means perceiving a written text in order to understand its contexts. This can be done silently.¹ Moreover, reading comprehension is an action of a person who reads texts by reading activities; students are required to have good interaction with the texts, and need more

¹Richards, Jack C. et al., *Longman Dictionary of Language Teaching and Applied Linguistics*. Printed in Malaysia, VVP. 1992. p. 302.

attention from the reader in order that students get exact or close meaning of the texts as well.²

Based on the writer's observation, and English teacher's explanation, English is taught at MTs Al-Furqan Dumai by implementing KTSP (2006 Curriculum). In the curriculum, at the semester two of the second year, English is taught 2 meetings x 40 minutes in a week. Standard competence of reading is to understand the meaning of short functional written text and simple short essay such as descriptive and recount that relate to environment. While in the standard competence, there are three kinds of base competence, they are reading aloud functional and simple short essay such as descriptive and recount by accepting utterance, pressure, and intonation related to environment. Responding the meaning of simple short essay accurately and accepting relate to environment. Moreover, responding the meaning and rhetoric of simple essay accurately, fluently and accepting that relate to around environment such as descriptive text and narrative text.³

Furthermore, in teaching reading English teacher used a traditional method, such as reading aloud. Reading aloud is similar to word calling: simply pronouncing a series of words without regarding for the meaning they carry individually and together. Word calling is not productive for the student

²Hornby, AS. *Oxford Advanced Learner's Dictionary (Sixth Edition)*. Oxford: Oxford university press. 2000. p. 104.

³Depdiknas. *Standard Kompetensi and Kompetensi Dasar Tingkat SMP/MTs*. Pekanbaru: Dikpora. 2006.

who is doing it, and it is boring for other students to listen.⁴ Beside that, English teacher also taught reading individually. It means that the teacher gave the students texts and the teacher asked the students to understand and answer the questions basedn on the text.

By implementing the methods, students are expected to be able to understand the texts. But in fact, there are some symphoms found as follows:

1. Some of students are not able to answer descriptive texts' questions.
2. Some of students are not able to identify main idea of descriptive text.
3. Some of students are not able to identify between main idea and supporting idea of descriptive text.
4. Some of students are not able to make inference of descriptive text.
5. Some of students are not able to identify grammatial form in descriptive text.

If the problems above can not be solved, they will influence not only students' score but also the teachers' problems in teaching English especialy reading. One of the strategies that can be used to improve the students' problems in reading comprehension is discovery. Discovery uses an inductive, or inquiry, approach to learning; it presents problems to be solved through trial and error. The aim of the discovery strategy is to foster a deeper understanding of the content through involvement with it. The rules or procedures that learners discover may

⁴Abromitis, Barbara. *Read Aloud Strategies for K-6 Classrooms the Benefits and Uses of Oral Reading with Elementary Students*. in <http://www.suite101.com/content/read-aloud-strategies-for-k6-classrooms-a89193>. 21 April. 2009.

be derived from previous experiences, based on information in reference books or stored in a computer database.⁵

In relation to the explanation above, the researcher is very interested in carrying out a research entitled: “The Comparative Study on Students’ Reading Comprehension Taught by Discovery Strategy and Reading Aloud of the Second Year Students at Islamic Junior High School Al-Furqan Dumai”.

B. The Reason of Choosing the Title

1. The title is very interesting because it relates to the problems faced by students. It needs to find out the solution, thus, the students can be successful in learning English especially in reading descriptive texts.
2. Through this research, the researcher wants to know the reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai by using discovery strategy.
3. This topic is not researched yet by the other researchers.
4. The topic is relevant to the researcher as one of the students of the English Education Department of UIN SUSKA Pekanbaru Riau.

C. The Definition of the Terms

1. The comparative means find out how similar or different.⁶ In this research, the effect means the result of using discovery strategy toward reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai.

⁵Smaldino, E Sharon, et al., *Instructional Technology and Media for Learning*. New Jersey: Pearson Merrill Prentice Hall 2007, p. 35-36

⁶Manser, H. Martin, *Oxford Learner’s Pocket Dictionary*. Oxford: Oxford University Press. 1995. p. 134.

2. Reading is an activity with a purpose; gaining information or verify existing knowledge, or in order to analyze a writer's ideas or writing style, etc.⁷ Comprehension is great skill or knowledge.⁸ In this research, reading means the students knowledge in understanding texts or passages and comprehension is the students' knowledge in reading.
3. Reading Comprehension is essentially the ability to understand what has been read.⁹ In this research, reading comprehension means the students' ability to understand the texts.
4. Discovery strategy is an inductive, or inquiry, approach to learning; it presents problems to be solved through trial and error. The aim of the discovery strategy is to foster a deeper understanding of the content through involvement with it.¹⁰ In this research, discovery strategy means a strategy to increase students' reading comprehension especially at descriptive texts.
5. Reading aloud means reading with loud enough voice to be heard.

D. The Problems

1. The Identification of the Problems

From the description of the background and the symptoms above, the problem can be identified as follows:

⁷Kalayo Hasibuan and Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: UIN SUSKA-Riau, 2007. p. 128.

⁸Manser, H. Martin, *Op. Cit.*, p. 256.

⁹Zimmerman, Jennifer. *Definition of Reading Comprehension*. Rewrite from: http://www.ehow.co.uk/about_6593485_definition-reading-comprehension.html, 2010.

¹⁰Smaldino, E Sharon, **Loc. Cit.**

- a. How is students' comprehension of the second year students' at Islamic Junior High School Al-Furqan Dumai who were taught by reading aloud?
- b. How is students' reading comprehension achievement at Islamic Junior High School Al-Furqan Dumai?
- c. How is students' reading comprehension of the second year at Islamic Junior High School Al-Furqan Dumai after being taught by a discovery strategy?
- d. Is there any significant difference on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai?

2. The Limitation of the Problem

To avoid misunderstanding in this research, the researcher limits the problems to comparative on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai in the terms of descriptive texts.

3. The Formulation of the Problem

The problem of this research can be formulated by these following questions:

- a. How is reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai by using discovery strategy?

- b. Is there any significant difference on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai?

E. The Objective and Significance of the Research

1. The Objective of the Research

- a. To determine reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai by using discovery strategy and reading aloud.
- b. To find out any significant difference on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai.

2. The Significance of the Research

- a. To determine difference on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai.
- b. To enlarge the researcher's knowledge about the research, especially scientifically in applying discovery strategy.

CHAPTER II

THEORETICAL FRAMEWORK

A. Discovery Strategy

1. The Nature of Discovery Strategy

Discovery uses an inductive, or inquiry, approach to learning; it presents problems to be solved through trial and error. The aim of the discovery strategy is to foster a deeper understanding of the content through involvement with it. The rules or procedures that learners discover may be derived from previous experiences, based on information in reference books or stored in a computer database.¹

The delivery of discovery strategy has been on an individual basis, impacting the student's processing deficits in the areas of visual, auditory and/or cognitive processing. Realizing that the one-on-one delivery is an expensive mode of delivery, especially in many school environments, an experimental group model, was developed. The discovery strategy was initiated as a stream-lined intervention for small group implementation for students below level in reading. At present, the focus is on the areas of phonemic awareness, phonics, and fluency, impacting the student's reading deficits. Vocabulary and comprehension building strategies can be added to the discovery. The discovery strategy includes The Blue Book Method, Sounds of Speech, and Sounds of Reading along with reading texts

¹Smaldino, E Sharon, et al., *Instructional Technology and Media for Learning*. New Jersey: Pearson Merrill Prentice Hall. 2007. p. 34-35.

for practice in reading fluency. To make clear about the aspects of discovery strategy can be explained as follows:

The Blue Book Method is a systematic, explicit phonics strategy that uses an associative keyword approach. A variety of exercises is used to rehearse the sound/symbol relationships, including decoding, structural analysis, syllabication, categorization according to phonemic concepts, spelling rules, dictation and writing.

Sounds of speech is phonological processing activities which contain the phonological awareness skills survey, an assessment that is designed to inventory of the student's phonological and phonemic awareness level. Also it is included in the text of activities to impact the phonological and phonemic levels.

Sounds of reading are decoding and fluency activities which assist students in developing foundational skills necessary in decoding and fluency while gaining the most benefit from the texts. The tools of sounds of reading include sight words and phrases, and repeated oral reading.²

Based on the explanation above, it can be seen that discovery strategy involves not only to understand the texts, but it also to make the students used to understand about the phonics, sound of speech and sound of reading.

2. The Aspects of Discovery Strategy

- a. Phonological Processing: Phonological awareness is the broad area of understanding the sound/symbol relationships of the alphabetic code.

Phonological awareness is being able to generate rhymes, identify and

² Stanley, Susan K. *An Analysis of Rx for Discovery Reading® for Elementary Students below Average In Reading*. New York: Liberty University. 2007. p. 4-5.

work with syllables, and identify and work with onsets and rimes in syllables. Phonemic awareness is the more specific end of the phonological awareness spectrum. It is a phonemic awareness that provides a foundation for learning to read and to spell. At this level, the student is able to focus on and manipulate individual sounds to create a new word. In phonemic awareness, manipulating sounds involves identification, isolation, segmentation, deletion, addition, substitution, categorization, and blending.

- b. Fluency: A fluent reader is one who reads with prosody, focusing on the meaning of the language and has developed automatist in processing the form of the language. These are considered the central elements of reading fluency. When a student continues to struggle with decoding the language, the student exhibits slow, choppy reading, depending on decoding skills to decipher words. Most of the student's cognitive abilities are spent processing the form of the language. Consequently, fluency cannot be established and comprehension of the material is inhibited. In addition to know the fluency instruction for struggling readers needs can be seen from a variety of strategies:

- 1) Repeated and monitored oral reading improves reading fluency and overall reading achievement.
- 2) Assisted reading or reading while listening allows students to hear and practice fluent reading, practicing until they themselves can read the text fluently with prosody

- 3) Increased amount of reading that students do is important because as words are encountered repeatedly, there are a number of beneficial outcomes, such as improvements in word recognition, speed, ease of reading and comprehension.
 - 4) Continued practice reading “sight words” so that automatist is developed is also an important strategy. The “sight word” variable is strongly related to text reading rate.
- c. Repeated Oral Reading: Repeated oral reading is a strategy in which students read and reread a selection of text many times to improve reading fluency. Improvement is developed in prosody, word recognition accuracy and reading speed. Through repeated readings, even diffident readers are more able to capture the prosodic and syntactic essence of the text, thus improving the surface-level processing of the passage as well as text comprehension.
 - d. Neurological Impress Method: The neurological impress method is used to improve prosody. During the method, the instructor reads aloud in unison with the student. This method is one of the easiest and most cost-effective methods of developing fluency. The teacher positively reinforces the student’s reading throughout the exercise. This close physical, one-to-one relationship of the teacher and the student contributes to a psychological affect component.
 - e. Sight Words: Direct instruction of sight words can impact student reading rate and fluency. Using a list of the most used sight words, a

teacher helps the student develop automatist in reading the words.

Research holds that automatically recognizing sight words helps a student read a selection more fluently.³

3. The Consideration of Using Discovery Strategy

- a. It is not always better to let the students find theory ownways through a skill or approach rather than providing them with direct instruction
- b. It is not important when using discovery to take time to design the instruction carefully, ensuring that there is guidance built into each step along the way. We will anticipat possible problems or stumbling blocks our students may encounter as they move through the exercise.
- c. We will want to dsign our discovery experince using scaffold approach, building on prior knowldge as students progress through the learning experience.
- d. When organizasing a discovery lesson, we will send to be sure that the students have the opportunity a practice a new skill before moving onto a new level of the experience.⁴

4. Teaching Reading by Using Discovery Strategy

- a. Demonstrating how students should recite the page or texts.
- b. Having students repeat page in unison and/or individually.
- c. Completing corresponding Sounds of Speech: Phonological

³ Ibid., p. 7-11

⁴ Smaldino, E Sharon, Loc. Cit.

Processing Activities.

- d. Guiding students to develop and verbalize strategies for recall of the page or texts.
- e. Discussing mnemonic devices, visual imagery, identification of spelling patterns, transfer of previously learned strategies, etc.
- f. Dictating selected words from Teacher's Reference Sheets, first sequentially then in random order, for students to list in Phonic Spelling Workbook.
- g. Listing new vocabulary from selected reading passage
 - 1) Have students take turns decoding list – cue with keywords and *Six Kinds of Syllables* applications when necessary.
 - 2) As a group, discuss meaning - asking for synonyms and antonyms when appropriate, and part of speech.
 - 3) Ask students to develop a sentence for each new word. Guide students to implement a strategy such as *who, what, where, when,* and *why* for sentence development.
 - 4) Choose 2-3 vocabulary words for students to complete the sentences at board.
- h. Guiding students in scanning reading passage paying particular attention to pictures and text headings. Explore predictions and questions.
 - 1) Each student reads a few sentences or paragraph aloud from reading text.

- 2) Cue decoding with key words when necessary. Student should reread the sentence when decoding error occurs.
- 3) Implement Reciprocal Teaching *or* Questioning technique.
- 4) Discussing sequence of events and develop final summary (use 5W strategy).⁵

B. Reading Aloud

1. The Nature of Reading Aloud

Reading- aloud is a valuable skill, and most people learn to read by first learning to read aloud. The plausibility and success of reading aloud as a criterion measure in reading makes it natural for experimental psychologists to adopt pronunciation and naming tasks to study the information-processing components they share with word recognizing and reading. In particular, pronunciation is a reasonable task in which to determine what readers know about the orthography and phonology of their language and to study how they use this knowledge.⁶

2. The Aspect of Reading Aloud

- a. Three Kinds of Orthographic Rules: Progress toward a theoretical and practical understanding of orthographic processing in reading has been impeded by the inconsistent use of three different conceptions of orthographic rules: (a) rules as linguistic descriptions; (b) rules as knowledge of language structure; and (c) rules as procedures or mechanisms of pronunciation.

⁵ Stanley, Susan K. *Op. Cit.*, p.120.

⁶ Robert J. Glushko, *The Organization and Activation of Orthographic Knowledge in Reading Aloud*, University of California. San Diego, 1978, p.674

- b. Inseparability of representation and process: Some researchers assume that they can experimentally assess a reader's knowledge of orthography and phonology independently of the processes or procedures that use that knowledge.

3. Teaching Reading by Using Reading Aloud Strategy

- a. Make read aloud time a happy time! Gather the students in front of you on a rug or in a corner of the classroom. If necessary, establish rules for appropriate behavior during read aloud time: keep hands to oneself, wait for the teacher to call on you, etc. Wait for all the students to get quiet and calm--it's no fun trying to talk over many voices.
- b. Make sure that you are reading from a variety of genres: fiction and non-fiction, chapter books, picture books, series (i.e. Henry and Mudge, Arthur)
- c. Preview the book before you share it with your students. Are there any unfamiliar concepts that will need a quick review before reading? Give the students a very brief introduction to the story.
- d. Share author and illustrator information with the students. If possible, link to other books you have read by those same people.
- e. Remember to read with expression--really ham it up! The kids will love it. Change your voice for different characters, and vary the speed as well: fast for exciting parts, slow for scary or quiet parts.
- f. Save the "teaching" for later. Don't interrupt the story to ask lots of questions ("What color is her dress?" "How did they get to grandma's

house?"). Focus on the flow of the story. Your students need to hear fluent, phrased, expressive reading. This will break down if you stop too many times. Too many interruptions can also lead to a breakdown in meaning for some students.

- g. Don't forget to share the pictures! Establish a routine for this to cut down on "I can't see!".
- h. Now it's time to get into the story! Briefly check on student comprehension, remembering to focus on higher-order questioning. (Not "Did Little Red Riding Hood listen to her mother?" but "Do you think Little Red Riding Hood will listen to her mother next time? Why or why not?").
- i. Make links to other stories your students have read. Have they read other stories with similar themes or situations? How was this story the same or different? How does this story compare to others by the same author?
- j. Show the students how to return to the text. Do you need to go back to the book to answer a question? Model for the students how this is done. This will help them during their independent reading.
- k. Don't put the book away! Leave it out for students to explore on their own, and don't be shy about reading it again with the whole class.

Young children love to hear their favorite stories repeated, and they benefit from hearing the same book many times.⁷

C. Reading Comprehension

1. The Nature of Reading Comprehension

Reading can be enjoyable activity when it is carried out efficiently. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to analyze a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Therefore, a person who reads the reading materials depends on her or his goal.

The major goal of reading for junior high school students is comprehension. Readers' ability to understand the author's message is influenced by their background knowledge to the topic given in the text. It is stated that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message. Then, comprehension is the process of constructing a supportable understanding of a text. He added comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text.⁸

Reading means perceiving a written text in order to understand its

⁷ *Read Aloud Strategies*,

<http://cuip.uchicago.edu/wit/2000/teams/onceupon/readaloudstrategies.html>

⁸ Burnes, D and Page, G. *Insight and Strategies for Teaching Reading*. New York: Harcourt Brace Jovanich Group. Pty Limited. 1985. p. 46

contexts. This can be done silently.⁹ In addition, reading is an action of a person who reads texts. By reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.¹⁰

Reading comprehension is the process of getting meaning from print. It means that reading is an activity to get information from written text. In this activity, there is interaction between the readers and the writer because the writer delivers her/his idea to the readers through the texts. The readers can also improve their understanding through reading activity. In this case, reading is very useful activity that should be done as a habit for everybody because reading will enlarge their knowledge about something.¹¹

Reading comprehension means read the text and understand it. It requires the learner to decode or recognize by sight the words in the written text, understand the meaning of the words / sentences, relate the meaning of the sentence(s) to the rest of the text, activate prior knowledge and experience about the topic, use this prior knowledge to infer meaning and support understanding and monitor understanding of the text continually.¹²

To understand or remember what is read, the child must be able to relate new information to the previous knowledge. It means that the knowledge that was

⁹ Richards, Jack C. et al., *Longman Dictionary of Language Teaching and Applied Linguistics*. Printed in Malaysia, VVP. 1992 p. 306.

¹⁰ Hornby, AS. *Oxford Advanced Learner's Dictionary (Sixth Edition)*. Oxford: Oxford university press. 2000. p. 104.

¹¹ Gibbons, Pauline. *Learning to Learn in a Second Language*. Cambridge: Heineman. 1993. p. 51.

¹² Light, Janice & David McNaughton, *Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome and Other Disabilities*. The Pennsylvania State University. Rewrite from: <http://aacliteracy.psu.edu/ReadingComprehension.html>, 2010.

owned by the readers influence the ability of the readers in comprehending what they read. The readers must be able to use their prior knowledge in order to help them to comprehend the texts that they read. If they do not have background knowledge or information about the materials that they read, they will face some difficulties in understanding the texts or they have to work hard to understand it.¹³

Based on the description above, it can be known that reading comprehension indicates that it is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. In conclusion, comprehension will occur if the textual information activates expectation about what is in the text and the interactive process will continue until the reader is satisfied with the match between background knowledge. Comprehension of written text is at the very heart of the reading process. Background knowledge of the reader, the reader's purpose for reading and the text itself all interact to ensure that reading is a meaning of getting activity.

In addition, reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the researcher from a book or text. Furthermore, reading comprehension is a process of activating the prior knowledge of the reader that cooperates with his appropriate cognitive skills

¹³ Burnes, D and Page, G. *Op. Cit.*, p. 45

and reasoning ability to find out the concept from a printed text. In these words, the reader must be able to understand, to interpret and to select actual information from text.

2. Components of Reading Paragraphs

There are three reading components that may help students to read carefully. They are:¹⁴

a. Main Idea

The main idea of a paragraph is what the author wants readers to know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

b. Supporting Sentences

Supporting sentences/supporting details should also help readers from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It also supports the main idea in order that all contents of text can be understood easily.

c. Making Inference/Concluding Sentences

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence that readers

¹⁴ Syafi'i, *et al.*, *From Paragraph to a Research Paper: Writing of English for Academic Purpose*. Pekanbaru. Lembaga Belajar Syaf Intensive. 2007. p. 2.

have to make an inference. It means that after readers have evidence from reading a passage, they can make a logical conclusion based on the evidences; it can be about the author's viewpoints.

3. The Characteristics and Skills in Reading Comprehension

In reading, the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends on the large extent in these specific skills. The six skills of reading are:

- a. Predictive skills.
- b. Extracting specific information
- c. Getting specific picture
- d. Extracting detail information
- e. Recognizing function and discourse patterns
- f. Deducing meaning from context.¹⁵

The main purpose of reading is to understand and to find out the information from the passage. To be able to understand and find the information, the readers should know the characteristics and skills above because understanding the contents is not easy, but it will be overcome if we use the skills above when we read the contents in English. By using the skills, we will find the information or the authors' purposes.

4. Teaching Reading in the Classroom

There are the important roles of teachers that have particular relevance if we are trying to get students to read well.

¹⁵ Harmer, Jeremy. *The Practice of English Language Teaching*. New Edition Longman Hand Books for Language Teachers. London and New. 1995. p. 183-184.

- a. The teacher should be an organizer, it means that the teacher needs to tell the students exactly what their reading purpose and give them clear instructions about how to achieve it, and then how long they have done it.
- b. The teacher is as an observer, it means that the teacher observed the students work.
- c. The teacher is as a feedback provider: the vexed question of when and how to give feedback in reading activities is answered by considering the effect of possible approaches. It means that when students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully.
- d. The teacher is as a prompter; it means that when students have read a text the teacher can prompt them to notice languages features in that text. On the other hand these roles needed to teachers to adopt when asking students to read in order to get students to read enthusiastically in class.¹⁶

Based on the explanation above, it can be seen that in teaching reading in the classrrom, the teacher should build up students' knowledge about the importance of reading and set goal from their activities in reading, the teacher should give correction to students' reading mistakes directly or indrectly when the students make incorrect to complete or answer the tasks.

¹⁶ Ibid., p. 213.

5. Improving Reading Comprehension

Reading requires motivation, mental frameworks for holding ideas, concentration and good study techniques. Here are some suggestions.

a. Develop a broad background

Broaden your background knowledge by reading newspapers, magazines and books. Become interested in world events.

b. Know the structure of paragraphs

Good writers construct paragraphs that have a beginning, middle and end. Often, the first sentence will give an overview that helps provide a framework for adding details. Also, look for transitional words, phrases or paragraphs that change the topic.

c. Identify the type of reasoning

Does the author use cause and effect reasoning, hypothesis, model building, induction or deduction, systems thinking? See section 20 for more examples on critical thinking skills.

d. Anticipate and predict

Smart readers try to anticipate the author and predict future ideas and questions. If you are right, this reinforces your understanding. If you are wrong, you make adjustments quicker. Use it to look up new words. Or, you can keep a list of words to look up at the end of the day. Concentrate on roots, prefixes and endings.

- e. Use a systematic reading technique.

Develop a systematic reading style, depending on priorities and purpose.

- f. Monitor effectiveness

Good readers monitor their attention, concentration and effectiveness.

They quickly recognize if they have missed an idea and backup to reread it.¹⁷

Based on the explanation above, in general there are some requirements in reading comprehension such as developing a broad background, knowing the structure of paragraphs, identifying the type of reasoning, anticipating and predicting, use a systematic reading technique and monitoring effectiveness.

6. Measurement of Reading Comprehension

In assessing student's reading comprehension, it is divided into two skills, micro skills and macro skills, to become the objectives of an assessment task.

- a. Micro skill

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.

¹⁷ Martin, *How to be a Successful Student*. <http://www.marin.edu/~don/Study/7read.html>. 1991.

- 5) Recognize the grammatical word classes.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro skills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts.
- 3) Infer context that is not explicit by using background knowledge.
- 4) Infer links and connections between events, deduce causes and effect, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategy, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.¹⁸

In addition, there are some reading comprehension question features that can be evaluated:

¹⁸ Brown, H. Douglas.. *Language Assessment: Principles and Classroom Practices*. San Francisco: San Francisco State University. 2004. p. 142.

- 1) Main ideas
- 2) Expressions/idiom/phrase in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting ideas
- 8) Vocabulary in context.¹⁹

Based on the theory above the researcher will assess the students' reading comprehension according to Brown. To assess the students' reading comprehension there are some indicators, they are; Main ideas, supporting ideas, Inference (implied detail), Grammatical features, and Vocabulary in context.

D. The Comparative Study on Students' Reading Comprehension Taught by Discovery Strategy and Reading Aloud Strategy

Reading means perceiving a written text in order to understand its contexts. This can be done silently.²⁰ In addition, reading is an action of a person who reads texts. By reading activities, students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.²¹

On teaching reading, teacher is required to use some benefit strategy to increase student understanding on teaching learning process. In other hand,

¹⁹ Ibid., p. 206.

²⁰ Richards, Jack C. et al., Op.Cit, p. 306.

²¹ Hornby, AS, Op.Cit, p. 104.

teacher should use some strategy when teach the students.

Teaching reading by discovery strategy and reading aloud is one of benefit strategy that can choosing in teaching learning process; Discovery uses an inductive, or inquiry, approach to learning; it presents problems to be solved through trial and error. The aim of the discovery strategy is to foster a deeper understanding of the content through involvement with it. The rules or procedures that learners discover may be derived from previous experiences, based on information in reference books or stored in a computer database.²²

Some of the benefits of discovery strategy are as follows:

1. Discovery strategy is very engaging for the students at all levels of learning.
2. We can use procedures or steps that have been taught previously.
3. Discovery strategy allows the students the feeling of control over their own learning.²³

Reading- aloud is a valuable skill, and most people learn to read by first learning to read aloud. The plausibility and success of reading aloud as a criterion measure in reading makes it natural for experimental psychologists to adopt pronunciation and naming tasks to study the information-processing components they share with word recognizing and reading.

From explanation above, teaching reading by using discovery strategy is more effective for junior high school level than reading aloud strategy.

²²Smaldino, E Sharon, et al., Op.Cit p. 34-35.

²³Stanley, Susan K, Op.Cit, p. 7-11

E. Relevant Research

To avoid the same title used in the research, then the writer shows the relevant research, which is done by previous student of English education of UIR is Moulina (2011) with title “The Use of the Thematic Map to Improve Students’ Reading Comprehension of the Second Year Students at SMPN 32 Pekanbaru”. The purpose of research is to increase the students’ ability in reading comprehension. She takes sample two classes with totally 60 participants. After implementing the research, she found that the students’ ability in reading comprehension was categorized average to good. In addition, the result of experimental class showed that in pre-test, students got score average 59,8 improved in the post test (after applying thematic map) become 77.3.

Thematic map gave significant improvement of the reading comprehension for the second year students at SMPN 32 Pekanbaru. This fact can be proved from the data showing that the $t_{calculated}$ (2.70) was bigger than the $t_{distribution}$ table (5% was 1.671). Moreover, this finding can support the theories that the thematic map gave effect on improving the students’ reading comprehension at the second year students of SMPN 32 Pekanbaru.²⁴

F. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. Teach by using discovery strategy and reading aloud are as Variable X

²⁴ Moulina, *The Use the Thematic Map to Improve Students’ Reading Comprehension at the Second Year Students at SMPN 32 Pekanbaru*. Pekanbaru: Universitas Islam Riau, 2011.

which on is independent variable that gives the effect on students'. Reading comprehension as Variable Y, which is dependent variable; it means Variable Y is the variable that receives the effect of Variable X²⁵. The indicators that will be compared are about students' reading comprehension before and after being taught by using discovery strategy are as follow:

1. Variable X (teaching using discovery strategy)
 - a. Demonstrating how students should recite the page or texts.
 - b. Having students repeat page in unison and/or individually.
 - c. Completing corresponding Sounds of Speech: Phonological Processing Activities.
 - d. Guiding students to develop and verbalize strategies for recall of the page or texts.
 - e. Discussing mnemonic devices, visual imagery, identification of spelling patterns, transfer of previously learned strategies, etc.
 - f. Dictating selected words from *Teacher's Reference Sheets*, first sequentially then in random order, for students to list in *Phonic Spelling Workbook*.
 - g. Listing new vocabulary from selected reading passage
 - 1) Have students take turns decoding list – cue with keywords and *Six Kinds of Syllables* applications when necessary.
 - 2) As a group, discuss meaning - asking for synonyms and antonyms when appropriate, and part of speech.

²⁵ Sugiono. *Metode Penelitian Pendidikan (Pendekatam Kuantitatif, Kualitatif, dan R&D)*. Bandung: CV. Alfabeta. 2008. P. 61

- 3) Ask students to develop a sentence for each new word. Guide students to implement a strategy such as *who*, *what*, *where*, *when*, and *why* for sentence development.
 - 4) Choose 2-3 vocabulary words for students to complete the sentences at board.
- h. Guiding students in scanning reading passage paying particular attention to pictures and text headings. Explore predictions and questions.
- 1) Each student reads a few sentences or paragraph aloud from reading text.
 - 2) Cue decoding with key words when necessary. Students should reread the sentence when decoding error occurs.
 - 3) Implement Reciprocal Teaching *or* Questioning technique.
 - 4) Discussing sequence of events and develop final summary (use 5W strategy).
2. Variable Y (students' reading Comprehension)
- a. The students are able to identify the information of short functional text in invitation form.
 - b. The students are able to identify the social function of short functional text in invitation form.
 - c. The students are able to identify the main idea of descriptive text.
 - d. The students are able to identify textual meaning of descriptive text by using discovery strategy.

- e. The students are able to identify rhetorical step of descriptive text by using discovery strategy.
- f. The students are able to identify communicative purpose of descriptive text by using discovery strategy.

G. The Assumption and Hypothesis

1. The Assumption

Before starting the hypothesis as a temporary answer of the problem, the writer would like to offer assumption;

- a. Students' comprehension in reading the text is various.
- b. The students' reading comprehension will be better using discovery strategy in teaching reading the better reading comprehension will be.
- c. The students' reading comprehension will be better using reading aloud strategy in teaching reading the better reading comprehension will be.

2. The Hypothesis

Based on the assumptions above, the writer formulates two hypotheses as follows:

H_a : There is a significant difference on students' reading comprehension taught by discovery strategy of the second year students at Islamic Junior High School Al-Furqan Dumai.

H_o : There is no significant difference on students' reading comprehension taught by discovery strategy of the second year students at Islamic Junior High School Al-Furqan Dumai.

PC HAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research was comparative research; this research is about comparative study. There are two classes was compared; treatment class and non-treatment class. Treatment class is will taught by discovery strategy and non-treatment class is will taught by reading aloud. This design focuses on the result of post-test. The post-test score will compare to determine differentiate between treatment class and non-treatment class and it is use to know the effectiveness of the treatment.¹ This research consists of two variables; the independent variable symbolized by “X” that is using discovery strategy and the dependent one is “Y” refers to reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai. In brief, it can be seen from the table below:

Table III.1
Research Design

Class	Treatment	Post-test
Treatment	Discovery Strategy	x_1
Non-treatment	Reading Aloud	x_2

¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta. 2006. p. 267.

B. The Location and Time of the Research

The research was conducted to the second year students of Islamic Junior High School Al-Furqan Dumai. This research was started on November to December 2011.

C. The Subject and Object of the Research

The subject of this research was the second year students of Islamic Junior High School Al-Furqan Dumai and the object was the comparative study on students' reading comprehension who taught by discovery strategy and who are taught by reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai.

D. The Population and Sample

Table III.2
The Population and Sample of the Research

No	Class	Population	Sample
1	VIII A	30	
2	VIII B	30	Treatment Class
3	VIII C	30	Non-treatment Class
Total		90	60

Source: (Document of Islamic Junior High School Al-Furqan Dumai Academic Year 2011/2012)

From the table above, it can be seen that the total of population of the research was 90 students. The technique use in taking sample was cluster-sampling technique. The cluster technique was used to take sample if the object that had been researched was very wide. To decide which population that would be taken as sample, the sample was taken based on the population

that was specified.² Based on the Sugiyono's explanation, the researcher decided to take the sample of this research by choose class VIII B as treatment class that consisted of 30 students and class VIII C as non-treatment class that consisted of 30 students.

E. The Technique of the Data Collection

The writer used test as an instrument to find the data in this research. Test was used to find out students' reading comprehension. The test consisted of pre-test and post-test. The test was done giving students a passage and answer the questions.

F. The Techniques of Data Analysis

In analyzing test data, the researcher used score of post-test of the students. The score was classified into classification of students' score as follows:³

Table III.3
Classification of Score

Score	Category
80-100	Good to Excellent
60-79	Average to Good
50-59	Poor to Average
0-49	Poor

After the score was classified, the scores were analyzed by t-test, the formula as follows:

² Sugiyono, *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R&D)*, Bandung: Alfabeta. 2008. 121

³ Haris, D. P., *Testing English As Second Language*, New York : Mc. Grawbook Company, 1974, p.28

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N(N-1)}}}$$

Where:

t = t-test score

M_1 = means score of experimental class

M_2 = means score of controlled class

$\sum x_1^2$ = standard deviation score of experimental class

$\sum x_2^2$ = standard deviation score of controlled class

N = Total of sample.⁴

The steps to calculate the data are as follows:

1. Find out the means score of experimental and controlled class by using formula:

$$M_1 = \frac{\sum x}{N} \text{ and } M_2 = \frac{\sum y}{N}$$

Where: M_1 = Mean score of experimental class

M_2 = Mean score of controlled class

x = total score of experimental class

y = total score of controlled class

N = Number of sample

2. To find out score of standard deviation of experimental and controlled class by using formula:

⁴Suharsimi, Arikunto, *Op. Cit.*, p. 309.

$$\sum x_1^2 = \sum X_1^2 - \frac{[\sum x_1]^2}{N} \text{ and } \sum x_2^2 = \sum X_2^2 - \frac{[\sum x_2]^2}{N}$$

Where:

$\sum x_1^2$ = standard deviation of experimental class

$\sum x_2^2$ = standard deviation of controlled class

$\sum x_1$ = score of experimental class

$\sum x_2$ = score of controlled class

N = total sample

3. To find out t-test statistic. The formula is follows:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N(N-1)}}$$

Where:

t = t-test score

M_1 = means score of experimental class

M_2 = means score of controlled class

$\sum x_1^2$ = standard deviation score of experimental class

$\sum x_2^2$ = standard deviation score of controlled class

N = Total of sample

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

This chapter presented the research findings dealing with the data that have been taken from the post-test. It was identified that this research was conducted to find out the reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai after using discovery strategy, and to know any significant difference on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai.

A. Data Presentation

1. The Try Out Result of Instrument

Before the reading descriptive test was given to the subject of this research, the researcher tried it out. The test consisted of 20 items. The purpose of trying out was to see whether the items of the test were valid and reliable or not. To know the test items were valid and reliable, the researcher used the formula of validity and reliability. The result of the test was prepared in tabular form. In this analysis, the researcher found the mean score of students, standard deviation, and facility value.

After analyzing the data of the try out result, it was found that there was a not item rejected because the score of the students for those items were between 0.30 and 0.70. In other word, the items did not need to be changed because the levels of difficulty reached the standard item difficulty. The mean of the try out

test was 18.95 (see appendix X), the standard deviation of try out was 1.697 (see appendix XII), and the reliability of the test was 0.687 or considered high (see appendix XII).

2. Recapitulation of Students' Reading Comprehension Score in Post-Test (Treatment Class)

The result of students' reading comprehension in post-test of treatment class can be seen from appendix 5, it can be obtained that the aspects of students' reading comprehension consisted of five aspects; they were main idea, supporting idea, vocabulary, locating inference and inference. The total score of students' reading comprehension score in post-test of experimental class was 2320 with average score was 77.3 and could be categorized average to good. In detail, the total score of main idea was 510 with average score was 17, the total score of supporting idea was 465 with average score was 15.5, the total score of vocabulary was 450 with average score 15, the total score of locating reference was 440 with average score was 14.7 and the total score of Inference was 455 with average score was 15.2. To determine the total frequency of students' reading comprehension in post-test of experimental class can be seen as follows:

Table IV.1
The Total Frequency of Students' Reading Comprehension Score
in the Aspect of "Main idea"

No	Score	Frequency	Amount
1	20	12	240
2	15	18	270
Total		30	510
Average			17

Based on table IV.1, it can be seen that the total frequency of students' reading comprehension score in the aspect of the "*Main Idea*" in the post-test of treatment class was 510 with the average score was 17.

Table IV.2
The Total Frequency of Students' Reading Comprehension Score
in the Aspect of "Supporting Idea"

No	Score	Frequency	Amount
1	1	20	6
2	2	15	21
3	3	10	3
Total		30	465
Average			15.5

Based on table IV.2, it can be seen that the total frequency of students' reading comprehension score in the aspect of the "*Supporting Idea*" in the post-test of treatment class was 465 with the average score was 15.5.

Table IV.3
The Total Frequency of Students' Reading comprehension Score
in the Aspect of "Vocabulary"

No	Score	Frequency	Amount
1	20	6	120
2	15	18	270
3	10	6	60
Total		30	450
Average			15

Based on table IV.3, it can be seen that the total frequency of students' reading comprehension score in the aspect of "*Vocabulary*" in the post-test of treatment class was 450 with the average score was 15.

Table IV.4
The Total Frequency of Students' Reading Comprehension Score
in the Aspect of "Locating Reference"

No	Score	Frequency	Amount
1	20	3	60
2	15	22	330
3	10	5	50
Total		30	440
Average			14.7

Based on table IV.4, it can be seen that the total frequency of students' reading comprehension score in the aspect of the "*Locating Reference*" in the post-test of treatment class was 440 with the average score was 14.7.

Table IV.5
The Total Frequency of Students' Reading Comprehension Score
in the Aspect of "Inference"

No	Score	Frequency	Amount
1	20	6	120
2	15	19	285
3	10	5	50
Total		30	455
Average			15.2

Based on table IV.5, it can be seen that the total frequency of students' reading comprehension score in the aspect of the "*Inference*" in the post-test of treatment class was 455 with the average score was 15.2.

3. Recapitulation of Students' Reading Comprehension Score in Post-Test (Non-treatment class)

The result of students' reading comprehension in post-test of non-treatment class can be seen from appendix 6. It could be seen that the aspects of students'

reading comprehension consisted of five aspects; they were main idea, supporting idea, vocabulary, locating inference and inference. The total score of students' reading comprehension score in post-test of control class was 1795 with average score was 59.8 and can be categorized poor to average. In detail, the total score of main idea was 365 with average score was 12.2, the total score of supporting idea was 370 with average score was 12.3, the total score of vocabulary was 360 with average score 12, the total score of locating reference was 390 with average score was 13, and the total score of inference was 310 with average score was 10.3. To know the total frequency of students' reading comprehension in post-test of control class can be seen as follows:

Table IV.6
The Total Frequency of Students' Reading Comprehension Score
in the Aspect of "Main idea"

No	Score	Frequency	Amount
1	15	13	195
2	10	17	170
Total		30	365
Average			12.2

Based on table IV.6, it can be seen that the total frequency of students' reading comprehension score in the aspect of the "*Main Idea*" in the post-test of non-treatment class was 365 with the average score was 12.2.

Table IV.7
The Total Frequency of Students' Reading Comprehension Score
in the Aspect of "Supporting Idea"

No	Score	Frequency	Amount
1	20	1	20
2	15	12	180
3	10	17	170
Total		30	370
Average			12.3

Based on table IV.7, it can be seen that the total frequency of students' reading comprehension score in the aspect of the "*Supporting Idea*" in the post-test of non-treatment class was 370 with the average score was 12.3.

Table IV.8
The Total Frequency of Students' Reading Comprehension Score
in the Aspect of "Vocabulary"

No	Score	Frequency	Amount
1	20	1	20
2	15	10	150
3	10	19	190
Total		30	360
Average			12

Based on table IV.8, it can be seen that the total frequency of students' reading comprehension score in the aspect of the "*Vocabulary*" in the post-test of non-treatment class was 360 with the average score was 12.

Table IV.9
The Total Frequency of Students' Reading Comprehension Score
in the Aspect of "Locating Reference"

No	Score	Frequency	Amount
1	15	18	270
2	10	12	120
Total		30	390
Average			13

Based on table IV.9, it can be seen that the total frequency of students' reading comprehension score in the aspect of the "*Locating Reference*" in the post-test of non-treatment class was 390 with the average score was 13.

Table IV.10
The Total Frequency of Students' Reading Comprehension Score
in the Aspect of "Inference"

No	Score	Frequency	Amount
1	15	2	30
2	10	28	280
Total		30	310
Average			10.3

Based on table IV.10, it can be seen that the total frequency of students' reading comprehension score in the aspect of the "*Inference*" in the post-test of non-treatment class was 310 with the average score was 10.3.

B. The Recapitulation Table of T-Test

Table IV.11

The Post-test Recapitulation of Treatment Class and Nont-treatment Class

Student	Experimental Class	Control class
	x_1	x_2
1	100	85
2	100	75
3	100	70
4	95	70
5	95	70
6	95	70
7	80	70
8	80	70
9	80	70
10	80	70
11	80	70
12	80	65
13	75	65
14	75	55
15	75	55
16	75	55
17	75	55
18	75	55
19	75	50
20	75	50
21	75	50

22	75	50
23	75	50
24	75	50
25	70	50
26	60	50
27	60	50
28	55	50
29	55	50
30	55	50
$\sum N =$ 30	$\sum X_1 =$ 2320	$\sum X_2 =$ 1795

1. Means score of treatment and non-treatment class

$$M_1 = \frac{\sum x_1}{N} = \frac{2320}{30} = 77.33$$

$$M_2 = \frac{\sum x_2}{N} = \frac{1795}{30} = 59.83$$

2. Standard deviation

$$\sum x_1^2 = \sum X_1^2 - \frac{[\sum x_1]^2}{N}$$

$$\sum x_1^2 = 184150 - \frac{[2320]^2}{30}$$

$$\sum x_1^2 = 184150 - \frac{5382400}{30}$$

$$\sum x_1^2 = 184150 - 179413.33$$

$$\sum x_1^2 = 4736.67$$

$$\sum x_2^2 = \sum X_2^2 - \frac{[\sum x_2]^2}{N}$$

$$\sum x_2^2 = 110525 - \frac{[1795]^2}{30}$$

$$\sum x_2^2 = 110525 - \frac{322025}{30}$$

$$\sum x_2^2 = 110525 - 107400.83$$

$$\sum x_2^2 = 3124.17$$

3. T-test (t_0)

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N(N-1)}}$$

$$t = \frac{77.33 - 59.83}{\sqrt{\frac{4736.67 + 3124.17}{30(30-1)}}$$

$$t = \frac{17.50}{\sqrt{\frac{7860.83}{30(29)}}$$

$$t = \frac{17.50}{\sqrt{\frac{7860.83}{870}}$$

$$t = \frac{17.50}{\sqrt{9.04}}$$

$$t = \frac{17.50}{3.01}$$

$$t = 5.814$$

Based on the result above, it could be determined that $t_{calculated}$ was 5.814, then to prove whether there was significant effect or not, $t_{calculated}$ was turned to one tail test with the degree freedom 29 ($df = N - 1 = 30 - 1 = 29$). In the degree freedom of 29 was found that $t_{distribution}$ at 5% was 2.04 and 1% was 2.76. It could be concluded that $t_{calculated} > t_{distribution}$ ($2.04 < 5.814 > 2.76$).

C. The Hypothesis Testing and Data Interpretation

If the value of t-calculated was bigger than the value of t-table, this indicates that the alternative hypothesis was accepted and null hypothesis was rejected. In other words, if the value of t-calculated was smaller than the value of t-table, this indicated that null was accepted and alternative hypothesis was rejected.

From the calculation above, in the degree freedom of 29 found that $t_{distribution}$ at 5% was 2.04 and 1% was 2.76. It could be concluded that $t_{calculated} > t_{distribution}$ ($2.04 < 5.814 > 2.76$). Therefore, it can be interpreted the question of this study can be answered that there is any significant difference on students' reading comprehension who taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai. Consequently, H_0 was rejected and H_a was accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai

A. Conclusion

From the first formulation, "How is reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai by using discovery strategy?" It can be answered that the score of reading comprehension of the second year students at Islamic Junior High School Al-Furqan Dumai in non-treatment class was 1795 with average score was 59.8 and can be categorized into poor to average. While the score of students' reading comprehension at the second year of students at Islamic Junior High School Al-Furqan Dumai in treatment class was 2320 with average score was 77.3 and can could be categorized into average to good.

The second formulation, "Is there any significant difference on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai?" It can be answered that there was any significant difference on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al- Dumai. It can be known that $t_{calculated}$

was 5.814. $t_{calculated}$ was as turned to one tail test with the degree freedom 29 ($df = N - 1 = 30 - 1 = 29$). In the degree freedom of 29 was found that $t_{distribution}$ at 5% was 1.699 and 1% was 2.462 $t_{calculated}$ was bigger than the value of $t_{distribution}$ (5.814 > 1.699 > 2.462). This indicated that H_a was accepted and H_o was rejected. In other words, if the value of $t_{calculated}$ was smaller than the value of $t_{distribution}$, this indicated that H_o was accepted and H_a was rejected. In short, there is any significant difference on students' reading comprehension taught by discovery strategy and reading aloud of the second year students at Islamic Junior High School Al-Furqan Dumai.

B. Suggestions

1. Suggestions for the Teacher

- a. The teacher can apply discovery strategy in teaching to improve the students' reading comprehension.
- b. English teacher should use more strategies as many as possible to improve and motivate their students' in learning reading comprehension.

2. Suggestion for the School

- a. School can use discovery strategy as one of many strategies they had.
- b. School should have many references of strategies in teaching as many as possible to improve their teacher's teaching strategy.

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